DOCUMENT RESUME

ED 184 295 EC 123 590

AUTHOR Evenson, Jill; Spotts, Robert
TITLE Implementing Experience-Based Career Education for Handicapped Students: A Mainstreaming Approach.
INSTITUTION Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE Nov 79
NOTE 80p.; For related information, see EC 123 589
AVAILABLE FROM Far West Laboratory for Educational Research and Development, EBCE Project, 1855 Folsom St., San Francisco, CA 94103 ($5.00 limited supply)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Career Education; *Demonstration Programs; *Disabilities; *Experiential Learning; High Schools; *Mainstreaming; *Program Development; Secondary Education
IDENTIFIERS *Experienced Based Career Education

ABSTRACT

Based on data from four successful high school Experience Based Career Education (EBCE) programs, the document considers the problems that staff might encounter in incorporating handicapped students in EBCE, presents alternative strategies for solving these problems, and provides the basis for implementing EBCE programs that would serve handicapped and nonhandicapped students together. Section I addresses three components of program planning--making early planning decisions on program size and scope, orienting EBCE staff to the needs of handicapped youth, and disseminating information to the community. Section II outlines the following components of program adaptation (sample subcomponents in parentheses): developing community resources (orientation of current resource persons to working with handicapped students); adapting and utilizing program materials; locating needed services and equipment; determining procedures for admission and assessment of students (the individualized education plan--IEP); and adapting the procedures of the learning program (mainstreaming the EBCE program at Highland High School, Salt Lake City, Utah; Lincoln Career Development Center, Stockton, California; the Greenhouse Program, Rockville Center, New York; and Canyon High School, Canyon County, California). A final section considers start up assistance required for incorporating handicapped students in any local EBCE program. A list of characteristics of an EBCE program based on the Far West Laboratory Model is appended and a glossary is provided. (SBH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED184295

IMPLEMENTING EXPERIENCE-BASED CAREER EDUCATION for HANDICAPPED STUDENTS

A Mainstreaming Approach

EC 123590

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Kenneth W. Hanna
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

IMPLEMENTING EXPERIENCE-BASED CAREER EDUCATION FOR HANDICAPPED STUDENTS

A MAINSTREAMING APPROACH

by

Jill Evenson

Robert Spotts

November, 1979

ACKNOWLEDGMENTS

The authors of this monograph appreciate the essential information provided by four persons engaged in expanding the learning opportunities of youth in general and handicapped youth in particular: Robert Shumer--designer, implementor, and Director of the Experience-Based Career Education (EBCE) Program at Canyon High School, Canyon Country, California; Charles Alessi--Director of the Greenhouse (EBCE) Program at South Side High School, Rockville Centre, New York; Al Church--Director of the EBCE Program at Highland High School, Salt Lake City, Utah; and Richard Gaedtke--Principal of Sture Larsson High School and Director of the Lincoln Career Development Center, Stockton, California. Their insights are woven throughout the text.

Kendra Bonnett of the Far West Laboratory staff edited the text and prepared the manuscript for publication. Her substantial contribution is sincerely appreciated.

The project presented or reported herein was performed pursuant to a grant from the National Institute of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position of policy of the National Institute of Education, the Department of Health, Education, and Welfare, or the Far West Laboratory for Educational Research and Development, and no official endorsement by these agencies should be inferred.

FOREWORD

This paper is a product of an effort funded by the National Institute of Education (NIE) to enlarge the knowledge-base about Experience-Based Career Education (EBCE). It is intended to help adopters and personnel from other educational agencies to institutionalize the EBCE concept in the mainstream of American education.

In 1971, U.S. Commissioner of Education Sidney Marland conceived the idea of EBCE, initially called "Employer-Based Career Education." Early funding by the U.S. Office of Education (USOE) enabled Far West Laboratory to complete feasibility studies of this concept. This, in turn, led to a decision to undertake a major curriculum development--quite possibly the largest Federally-funded effort of the 1970s. In 1972, the newly-formed NIE contracted with four regional educational laboratories to create prototype EBCE programs, which later became fully documented and evaluated models for national dissemination. Although the employer became a key element in the EBCE concept, the prototype models stressed the learning experience as the organizing theme. Hence, in 1973 the label was formally changed to Experience-Based Career Education.

All four EBCE models utilize the adult world as the setting for planned learning experiences in order to provide adolescents with an academic education integrated with opportunities for career education and growth in life skills. They engage adults to serve as resource persons in community settings, sharing occupational experience and skills as well as personal knowledge and interests. Students' learning is organized in projects which blend career exploration with academic course-work, a process facilitated by a learning coordinator (sometimes called learning manager or facilitator) who is part of the school staff.

Evaluation studies and dissemination efforts have led to widespread adoptions and adaptations of the EBCE concepts, to the extent that there is now a National EBCE Association. NEBCEA members include EBCE operators, staff developers, parents, students, and interested persons in the community.

Although the EBCE concept was designed, evaluated, and disseminated for a broadly representative group of adolescents, this occurred without input from special educators. Futhermore, the four EBCE prototypes did not enroll handicapped students. Neither did early replications of EBCE, also rigorously evaluated, enroll handicapped students (Spotts & Evenson, 1977; Spotts, Evenson & Blackwell, 1978).

Examination of the learning strategies of EBCE, however, suggests its appropriateness for serving handicapped students. Program emphases that seem particularly pertinent are: individualizing treatment of students; establishing a personal learning relationship between students and adults (resource persons) in the community; flexible scheduling of program activities; and assigning each student to a staff member in a facilitative "student-mentor" relationship. Also, the philosophy of EBCE is consistent with the Council for Exceptional Children's (1978) policy statement on career education:

> Career education is the totality of experience through which one learns to live a meaningful, satisfying work life. Within the career education framework, work is conceptualized as conscious effort aimed at producing benefits for oneself and/or others (p.56).

The appropriateness of EBCE as a learning program for students with certain types of disabilities is being demonstrated by programs for mentally-retarded youths in Arlington, Virginia; Fort Dodge, Iowa; and Virginia City, Nevada. As well, in 1979 the Montana School for Deaf and Blind adopted EBCE as a learning option for its students.

It seems unlikely, however, that many school districts across the country will have the funding or a sufficient number of handicapped students to implement a special EBCE program. If the opportunities of EBCE are to be made available to handicapped students, it is more likely to happen through incorporating them in programs for non-handicapped youth. The possibility of mainstreaming in already operating EBCE programs was established by the authors in a previous research paper (Evenson, Spotts, and Perencevic, 1979). This paper considers the problems that the staff might encounter in incorporating handicapped students in EBCE and presents alternative strategies for solving these problems. It is intended to provide the basis for implementing EBCE programs that would serve handicapped and non-handicapped students together.

George P. Rusteika
Chairperson, Department of Adult
Productivity and Satisfaction
Far West Laboratory for Educational
Research and Development

TABLE OF CONTENTS

Page

ACKNOWLEDGMENTS ii

FOREWORD. iii

INTRODUCTION. 1

PROGRAM PLANNING

Making Early Planning Decisions on Program Size and Scope. 7
Acceptance. 7
Need. 8
Enrollment. 10
Staffing and Space. 11

Orienting EBCE Staff to the Needs of Handicapped Youth 13

Disseminating Information to the Community 16

PROGRAM ADAPTATION

Developing Community Resources 19
Orientation of Current Resource Persons to Working with Handicapped Students. 19
New Development 21
Developing and Rewriting Resource Guides. 22

Adapting and Utilizing Program Materials 23

Locating Needed Services and Equipment 25

Determining Procedures for Admission and Assessment of Students. . . 27
Background. 27
Individualized Education Plan (IEP) Meeting 27
The Individualized Education Plan 28
EBCE Entry and The Long-Term Plan 31

Adapting the Procedures of the Learning Program. 33
Mainstreaming the EBCE Program at Highland High School. 33
Mainstreaming the Program at Lincoln Career Development Centre. 35
Mainstreaming the Greenhouse Program. 37
The Mainstreamed EBCE Program at Canyon High School 40

START-UP ASSISTANCE REQUIRED TO MAKE THE EXPANDED PROGRAM OPERATIONAL . . 45

SELECTED BIBLIOGRAPHY 57

APPENDIX

Characteristics of an EBCE Program Based on the Far West Laboratory Model. 61

GLOSSARY. 77

INTRODUCTION

In a previous paper (Evenson, Spotts, & Perencevic, 1979), the authors discussed the need for and the advantages of career education for handicapped students and specifically experiential community-based learning activities. Such students, they maintained, could be incorporated (mainstreamed) into already operating Experience-Based Career Education (EBCE) programs by utilizing EBCE's proven capacity to meet individual students' needs, and could be mainstreamed without changing the structure or purposes of EBCE. Furthermore, the authors proposed the following learning goals for EBCE programs serving handicapped and non-handicapped students together:

(1) Students will progress in career awareness. Acquiring a broad understanding of the world-of-work--how people perform tasks, deal with one another, solve problems, and derive satisfaction in their daily lives--and understanding the particular nature and requirements of specific careers.

(2) Students will progress in self-development. Learning about their own interests, abilities, values, and goals, and using this knowledge to weigh options and make informed decisions about post-high school plans.

(3) Students will progress in skills needed for independent living. Learning essentials of self-care; to make appointments and manage their time; to use public transportation; and to communicate effectively by telephone.

(4) Students will progress in interpersonal skills. Learning to relate to others on an adult level; recognizing the needs and expectations of others; handling interpersonal conflicts; and contributing productively to group endeavors.

(5) Students will progress in critical thinking and decision-making skills. Learning to analyze situations, define and identify problems, recognize and use appropriate sources of information, and evaluate alternative solutions. Learning to recognize decisions that need to be made, to identify options and probable outcomes, to examine personal values and goals affecting decisions, to make informed choices, and to accept responsibility for decisions made.

(6) Students will progress in basic skills. Developing reading, oral communication, and computational skills essential for acquiring and communicating information in daily life.

But, do educators already operating EBCE programs feel that mainstreaming of handicapped students into EBCE is feasible? Furthermore, are these educators receptive to including them? Which handicapped students would benefit from inclusion? Would mainstreamed programs, designed independently by EBCE staff members in several local educational agencies, differ in their approach to providing learning opportunities? Far West Laboratory (FWL) sought the answers to these and other questions, recognizing the value of disseminating such information to local educational agencies (LEAs)--district administration, special-education, career-education staffs--who might be considering a unified program for handicapped and non-handicapped students.

Far West Laboratory contacted the directors of six EBCE programs currently offering full-time alternative curriculums. These directors played major roles in the implementation of EBCE within their districts and were known to have a strong desire to increase learning opportunities for all students. In addition to exploring with them the feasibility of expanding their programs' capabilities, FWL asked them how they would choose and orient staff members; select students; and develop and locate needed services and equipment, such as transportation and the use of support services of other community agencies. They were also asked: How would they develop and adapt curriculum materials, including revision of forms? What modifications (if any) in existing program space would be necessary? Would technical assistance or additional funding be required? Finally, FWL suggested that the directors, in concert with district administrators and special educators, submit capsulized descriptions of how they would implement a mainstreamed program. The following guidelines provided a common framework for planning:

(1) Costs associated with program start-up (e.g., release-time for staff training) should be itemized and a source for this funding would be sought by FWL.

(2) Special funding would not be sought for new program positions. It was expected that these would be transfers or re-assignments.

(3) FWL would assist in training any new EBCE staff and in orienting their special-education staff to EBCE; no costs for this would be borne by the LEA.

(4) FWL would provide evaluation services, including assistance in formative evaluation and conducting a limited summative evaluation, at no cost.

(5) FWL would organize a consortium among LEAs mainstreaming handicapped students into EBCE in order to foster continuing communication among staffs and to enable inter-program visitation.

(6) After a period of stabilization, all operating costs would be borne by the LEA.

(7) The programs would be made available to other interested LEAs as demonstrations; FWL would disseminate information about the programs through the National EBCE Association, technical journals, and existing dissemination networks.

Initial reactions of the six EBCE directors were positive to the suggestion of developing a mainstreaming plan. All felt that the project was feasible. Although technicalities prevented one LEA from submitting a plan, four directors in conjunction with district administrators and educators, submitted ideas for augmenting their programs so as to serve both handicapped and non-handicapped students. The sixth drafted a scenario to infuse community activities into a separate program for educable mentally-retarded students.* Laboratory staff members critiqued the plans and, after exchanging ideas over the telephone, prepared a final version of each. The LEAs then reviewed the plans for their respective districts, responding with letters of support.

---

*This plan, albeit well thought out, is not discussed, because it does not contain elements of mainstreaming, the approach being advocated.

The sites under study all have been operating EBCE programs successfully for at least two years and currently enroll between 20 and 75 students in full-time, high-school programs emphasizing academic learning through work-related experiences in the community.* They serve primarily suburban, middle-income communities, ethnically homogeneous, with few transient families. The four sites are:

(1) Highland High School, Salt Lake City, Utah--Al Church, director. Highland EBCE functions as part of a regular high school. Presently, it enrolls a few learning-disabled and behaviorally-disordered students. Relying on the experience gained through working with these students, it intends to incorporate young people with other disabilities.

(2) Lincoln Career Development Centre, Stockton, California--Richard Gaedtke, director. The Lincoln Career Development Center is administratively part of the Sture Larsson High School, but is located at its own site, apart from that school. While the Centre has had experience with a few handicapped youth, its staff is anxious to extend the opportunities of the program.

(3) Greenhouse, Rockville Center, New York--Charles Alessi, director. Greenhouse is a full-time alternative program within a regular high school. To date it is not open to handicapped youths, but Alessi is interested in developing the materials and staff he feels necessary for a unified program.

(4) Canyon High School, Canyon Country, California--Robert Shumer, director. Canyon is presently operating, on a limited basis, as a mainstreamed program and, therefore, is able to offer advice and suggestions to programs considering a similar expansion.

This paper (1) presents the essentials and strategies of the plans for mainstreaming developed by the four LEAs and (2) distills their ideas into possible solutions to the problems likely to be encountered when mainstreaming students in an experiential, community-based program. The topics discussed herein are:

---

*While these sites have all instituted the Far West Laboratory model of EBCE, it should be noted that three other models also exist. For complete descriptions of the models see the NIE publication referenced in the bibliography.

(1) Program Planning:

(a) Making early planning decisions on program size and scope;

(b) Orienting EBCE staff to the needs of handicapped youth;

(c) Disseminating information to the community.

(2) Program Adaptation:

(a) Developing community resources;

(b) Adapting and utilizing program materials;

(c) Locating needed services and equipment;

(d) Determining procedures for admission and assessment of students;

(e) Adapting the procedures of the learning program.

(3) Start-up Assistance Required to Make the Expanded Program Operational

MAKING EARLY PLANNING DECISIONS ON PROGRAM SIZE AND SCOPE

The initial decision to be made by an LEA is whether to encourage entry into EBCE by handicapped individuals. Answers to three questions are central to this decision. First, is inclusion of handicapped students in an experiential, community-based program acceptable in the district? Would such a program gain the necessary levels of support from local educators, counselors, parents, and community organizations? Second, what is the local need for a mainstreamed EBCE program? Are there students served by the LEA now who are not able to enroll in EBCE or programs offering similar experience-based learning opportunities, but who might benefit? Third, to what extent must changes be made in staff and space requirements to accomodate handicapped students? Can staff members meet the new challenges? Will specially trained personnel be needed to supplement the regular staff? Are there adequate space and facilities for these special students?

Acceptance

In considering the first question, all four of the EBCE directors recognized that success of an expanded program depends upon cooperation among the EBCE staff, the special-education staff, and the counseling/guidance personnel at both the local site and district levels. Each director therefore sought guarantees of support, cooperation, and commitment within the school district, and outlined ways in which all staff members would cooperate and incorporate support services and facilities into the implementation of mainstreamed programs.

Although the cooperation of external teachers, counselors, and administrators is important, the EBCE staff alone will be responsible for carrying out the program. Therefore, the directors considered it essential that (1) all staff members have the necessary commitment and (2) the program director be willing to undertake and supervise the additional tasks. They stressed the importance of explaining the implications of the mainstreaming effort to current or potential staff members before plunging ahead. Should several persons express concern or reservations about their competency or enthusiasm, the decision to mainstream ought to be reviewed carefully. If, after reconsideration the mainstreaming is reaffirmed, hesitant persons should be afforded the opportunity to transfer to other positions.

Need

Regarding the second question, from a general perspective, the need for career education for handicapped students and especially for programs with an individualized community-based format has indeed been demonstrated. The previous paper in this series (Evenson, Spotts, & Perencevic, 1979) provided a strong rationale as well as a list of references arguing for this position. Each local district, however, must consider the unique problems of its population before deciding whether or not to adopt a mainstreamed, community-based program. To identify the magnitude of local need for a mainstreamed EBCE program, planners must consider:

(1) The number and variety of handicapped youths of high-school age within the district;

(2) The mix of educational programs available to handicapped students;

(3) The goals and objectives of the local EBCE program;

(4) The minimal levels of personal skills (e.g., communications, mobility) necessary for learning in the EBCE program; and

(5) The community and parental support of education for handicapped students.

All four local EBCE directors led a brief "needs-assessment" within their respective districts. The results were similar: (1) students with nearly any handicap might benefit from the community-based learning activities and (2) a sufficient number of handicapped students existed to warrant mainstreaming. Two of the districts at first considered limiting incorporation into EBCE to students with particular handicaps. In one case, a district-wide classroom program for orthopedically handicapped and learning-disabled students, located in the same building wing as EBCE, was already enjoying inter-program cooperation. Continued restriction to these two handicaps was proposed. A second EBCE site had been concerned primarily with providing an effective learning environment for "disaffected" students (i.e., those identified as not motivated and likely to drop out of regular school). Its plan was to expand to include only behaviorally disordered students, a natural augmentation. But, as their plans evolved, both decided that EBCE should be open to <u>all</u> students. The ideas expounded in the implementation summaries written for the four districts substantiate this:

- Highland High School

  About 75 eleventh and twelfth grade students are currently enrolled in EBCE. The program will be augmented by enrolling 10-15 handicapped students. Approximate composition might be 5 learning disabled, 5 educationally handicapped, and two physically handicapped. The students will be drawn from those identified by the district as handicapped, but who have been able to function at least partially within the regular school setting through the use of itinerant specialist or classroom support services. Currently there are two special education programs in the high school for the physically and for the emotionally handicapped. These students are mainstreamed during part or most of the day. This time could be converted to EBCE time with staff guidance.

- Lincoln Career Development Center

  Entry into the EBCE program will be considered for all students referred to it. . . . The program envisions an enrollment stabilizing at about 15 handicapped students (in addition to the other 30 students enrolled). Four qualifying abilities are envisioned: The students must be at most mildly mentally retarded; they must be able to function individually without needing continued attention; they must be able to learn to function in a community setting; and they must be sufficiently mobile to be able to travel (by orthopedically equipped van) to community-learning sites.

- Greenhouse

  Current EBCE enrollment is approximately 45 students. The program will be augmented by the addition of 10-15 secondary school students who have been identified as handicapped by the district committee . . . and also have been identified by this group as being able to benefit from the EBCE program. . . . The functioning level of the handicapped students to be served ranges from second to tenth grade reading levels, including recognition, vocabulary and comprehension; their quantitative levels are from third to ninth grade. Some of these students are presently assigned to a resource room in the high school where instruction is given by a special-education teacher.

- Canyon High School

  The initial group of students will be about seven. From knowledge of the needs of handicapped youth in the district, we would expect 3-5 learning handicapped, 1-2 handicapped, and 1-2 orthopedically handicapped. After the first semester the enrollment of handicapped students will be increased to 10-12 students (out of 32). It is likely that the majority of the special-education students in the program will function between the second and fourth grade levels in reading, writing and arithmetic skills. Most of these students do not now engage in career exploration or visit in the world-of-work.

Enrollment

Having made a commitment to mainstreaming, the implementation process is likely to reveal some unanticipated problems that will require extra staff

effort to solve. Also, many EBCE staff will lack practical experiences with handicapped youths and might need extra time to become proficient in their expanded roles. Thus, programs will do well to enroll fewer handicapped students (but of representative disabilities) during the first semester or two and expand later. This thinking comes through in the directors' implementation plans, quoted above.

Staffing and Space

How much change in staff roles would be necessary to implement and operate the EBCE programs to serve handicapped students? Although most EBCE staff members are already committed to the ideas of individualized programs, community exposure, and close, personal relationships between young people and adults, they vary in their experience working with special-needs students. Therefore, in developing a staffing plan, all of the directors felt the need to involve persons trained and experienced in special education directly in the program. Each site's plan, however, proposed a different method of accomplishing this. Canyon, the smallest program, now operating with one staff member (with previous background in special education), would incorporate a second professional, also having special-education expertise, and expand the size of the student body. Robert Shumer, the director, would further add a paraprofessional aide to provide continuity when he was away from the school on staff or resource-development activities.

Al Church of Highland High School concurred with Shumer on this last point and recommended that all programs consider such an aide, even if only on a part-time basis. On the other hand, he would not increase the regular staff. Instead, the assignments of special-education teachers already in the school would be adapted to include time spent with EBCE. The administrative status

of EBCE as a department of a high school makes such assignments of special education teachers possible.

The director of Greenhouse, Charles Alessi, proposed to create several new staff roles through transfers from other programs:

(1) Special Students' Learning Coordinator. A special-education teacher who would be initially responsible for all learning activities for those students.

(2) Community Activities Coordinator (half time). A certified special-education teacher who, as part of the educational team, would assist the student and the resource person at the community sites.

(3) Resource Aide (half time). A trained (non-certified) assistant to reorient existing resources, develop new community sites, and write new resource guides during the planning period.

(4) Clerical Support (half time). A clerk/typist to prepare materials and [to give any needed] attention to the new program.

Finally, the Lincoln program director, Richard Gaedtke, would utilize the many community services available to schools. He would supplement the current staff with a part-time Community Services Counselor, trained in working with handicapped youths and their families. The district would contract with a counseling center under the county mental-health program. The Counselor would "facilitate student orientation and activity in the program, insure full family awareness and support of students' activities, accompany students into community sites (if necessary), and assist the learning coordinator in advising exceptional students."

What is a proper physical setting for the expanded program? An important question, and the directors of the EBCE sites had multiple answers. Both in-school and separate locations were considered satisfactory. The directors of two programs located within the regular high-school buildings did not anticipate any problems in adapting their space. One of these, Church, mentioned that the building was already adapted for orthopedically handicapped students. Gaedtke felt the Lincoln facilities, housed in a separate, off-campus

building, adequate, adding that all other school buildings were accessible to handicapped students. Only Greenhouse, located in a fully utilized building, would require substantial additional space. To provide space for the enhanced program, it planned to expand into a portable building next to its existing building. That building would be redesigned to provide areas for group or individual meetings, telephoning, storage, clerical help, and the resource aide.

Once preliminary planning on the above topics has been completed, there are two additional steps to be taken before the program can get underway. One is to design and hold preservice training sessions that will acquaint the EBCE staff with the educational needs of the new students with whom they will be working. A second is to spread information among stakeholders (e.g., parents, students, community agencies, district personnel at elementary- and high-school levels), creating an awareness of the educational potential of EBCE for handicapped youth.

ORIENTING EBCE STAFF TO THE NEEDS OF HANDICAPPED YOUTH

Since most of the current EBCE staff members have had limited experience with handicapped students, they must be informed about the various handicapping conditions in the population with which they will be working. They must understand, for example, how to tailor program activities to the educational strengths of individuals. The initial orientation need only provide information concerning the particular types of handicapped students to be served during the first year. Later, when specific students have been selected, the special-education and EBCE staff should have information about each individual capsulized into a brief educational case study which describes the student's handicap, educational test results, vocational interest and assessment results,

and a performance description. These case studies can be reviewed by the EBCE staff with the help of an appropriate special-education staff member.

In the course of the program's first year, all EBCE staff will require more extensive orientation to the needs of the handicapped students. Special-education staff should explain to the regular EBCE staff the unique needs of each handicapping condition. After the first year any new staff will need orientation and, as well, returning staff should be informed about the needs of students with handicaps previously undiscussed. Reinforcement of information previously presented might also be valuable. In the case where special-education personnel are assigned to EBCE, they should lead periodic training sessions for the regular staff.

A specific plan for staff development must be designed: schedule, topic, presentation strategy, and presenter must be identified. For example, a pre-service, one-day orientation could be scheduled in which a morning session might be devoted to discussion of several hypothetical, teen-aged special-education students. This would include descriptions of the youths' particular handicapping conditions as well as their abilities, needs, and interests, followed by a discussion of how the staff would work together to individualize programs for the students. As a result, the Learning Coordinators' (LC) understanding of individualized programs for regular EBCE students would be extended, enabling them, with the assistance of the other members of the EBCE/special-education staff, to plan and coordinate similar programs for handicapped students. Several professionals with experience in the various areas of special education should be selected to conduct the morning session, which might include:

(1) An overview of handicapped students, covering the various handicapping conditions of the teen-agers to be served by EBCE (e.g., deaf, hard of hearing, mentally retarded, orthopedically impaired, specific learning disability, speech impaired and visually handicapped).

(2) A discussion concerning how handicapped students are referred to EBCE (e.g., special-education referral, psychological testing, Individualized Educational Plan Meeting), the Individualized Education tion Plan, and the student followup (using the legal guidelines of Public Law 94-142, and Section 503 and Section 504 of the Rehabilitation Act of 1973).

(3) A discussion of the particular needs of the specific students to be placed in EBCE.

As there undoubtedly will be many questions, time must be reserved for the EBCE staff, special-education staff, and advisory/presentation personnel to talk freely and to exchange ideas as to how the program will work for the handicapped student.

The afternoon session might be devoted to a discussion of procedures for meeting students' needs within EBCE, including such topics as assessment tools; interpretation and use of assessment data; resource development; resource guides and forms revision; and monitoring of students' progress. The entire EBCE program staff should attend.

A major part of training staff to work effectively with handicapped students is making the staff feel comfortable with them as young people. As Richard Gaedtke explained:

> In integrating handicapped students, the first problem to overcome is the staff's feeling that they [the students] are different and their presence will require a major change in the materials or equipment or the way things are done. Most handicapped students are not really different from other students except for the handicap, and if this isn't a visible handicap, they probably are't very different from other students.

He added, however, "The degree of [a student's] handicap will determine the program adaptations that will have to be made."

Later, staff-development activities might include periodic, inservice workshops focusing on particular problems (e.g., students' behavior patterns and staff support required for community participation). Where available, the district's psychological services department could conduct such workshops. Sometimes personnel from local government agencies or from community service

agencies could be used. Finally, EBCE staff members should be encouraged to take additional coursework that would equip them to handle handicapped students and to present their needs and potential strengths to the community.

DISSEMINATING INFORMATION TO THE COMMUNITY

The approach used by staff in contacting the community for assistance and support should mirror that used previously in staff development. The process of information dissemination has two principal purposes. First, to develop within the community an acceptance of experiential, community-based learning as a valid alternative to traditional classroom learning. Second, to obtain commitments from representative members of the community to particpate as resource persons. To promote awareness, information can be spread to the community-at-large through newspaper articles and presentations to civic groups. Efforts made in recruiting members of the community to participate as resources for students will have the additional benefit of increasing the community's awareness of EBCE. Activities should result in (1) valuable feedback about program design and operation from persons within the community, (2) establishment of initial, positive relationships with those who will serve in the workplace as resources for students, and (3) familiarizing potential students and their parents with the EBCE program.

In addition to orienting program staff to special-needs students, as already discussed, other staff in the district who might be working with the new program (such as serving on committees that formulate the students' curriculum) will need to be contacted, provided with information about EBCE, and included in planning of the new program. District-level staff with expertise in special education must be made aware of the program. They can often be invaluable expert trainers in staff-development efforts. A concerted effort should

be made to inform special-education and counseling staffs at both the district and the building level about the capacity of the EBCE program.

Parents within the community, especially the parents of handicapped youngsters, need to be informed about the goals and activities of a new program. In addition to regular parent groups, most communities have groups organized for parents of students in special-education classes. Two of the EBCE directors suggested making presentations to such groups:

- Parents of handicapped children in the district are organized informally under the District's Department of Pupil Personnel Services. This organization will facilitate the dissemination of information about the program to parents of potential students prior to identifying students for admission. (Highland)

- An unusual resource available to the program is the District Special Education Parent-Teacher Association (SEPTA). A presentation will be made to this group. (Greenhouse)

Most EBCE programs form community advisory groups to assure guidance in policy, program development, and resource development from all EBCE stakeholders--students, parents, district administration, business, labor, and community service groups. These groups must be involved in the extension of EBCE to handicapped students:

- The existing program advisory committee will be augmented with the addition of representation of a parent of a handicapped youth and a member of an agency providing services to handicapped [students]. The committee now is composed of parents, members of the program staff, and local business persons. The committee provides policy guidelines (and problem solving) for the program and meets bimonthly during the school year. The committee will be asked to assist in the location of additional resource sites (persons and/or organizations) to provide a wider set of learning experiences for students. (Lincoln)

- A member of the District Special Education Parent-Teacher Association will be added to the Program Advisory Group, which meets regularly to advise and set policy for the program. A member of a community agency serving handicapped persons will also be added to this group. (Greenhouse)

- A Program Advisory Committee composed of parents, students, employers, and staff convenes bimonthly to formulate goals for the program and to evaluate its effectiveness. During the initial project year, the staff, one or two volunteer resource persons, and one or more parents of handicapped students will sit on a subcommittee to help plan the extension of ERCE opportunities to handicapped students. (Canyon)

PROGRAM ADAPTATION

DEVELOPING COMMUNITY RESOURCES

All four directors agreed that effective preparation of community resources to serve handicapped students would require some modification of procedures from those used in the existing EBCE program. In the first place, the Resource Analyst and other EBCE staff members must be adequately trained before they can properly inform community resources as to the needs of handicapped youths. Secondly, they must reevaluate the existing resource sites in terms of the constraints related to students with varying handicaps. Also, new sites must be developed to meet special needs. Finally, resource guides must be rewritten to include both new resources as well as information pertinent to handicapped students. The goal of educators, according to Charles Alessi, should be "to create a resource development procedure which is special for handicapped students, taking into account their individual strengths and limits, and attempting to broaden career awareness and skills so that changing future opportunities will be open to these students."

Orientation of Current Resource Persons to Working with Handicapped Students

Once the regular staff members have become sufficiently knowledgeable about the learning problems handicapped students encounter, they can orient the existing pool of resource persons to these special needs. Such an orientation should include the reasons for mainstreaming, present information on the types of handicaps of students in the program, and provide the resources with basic guidelines to follow in their relationships with students. Part of the orientation should pertain to learning modalities, in order that resources will become more aware and less assumptive about them.

Furthermore, resources must be informed about what to expect from handicapped students and how their special needs can be handled. They should understand that the problems presented by special students are not very different from those presented by regular students; that usually such students require only minor adjustments in handling, communication, or mobility. Handicapped students might, in fact, be potential assets because of Federal and state incentives offered for hiring them.

Resource persons usually want to know what is to be expected of them and, specifically, how they can serve handicapped youth without spending excessive time or incurring legal risk. The staff must be able to answer these questions convincingly. It would be helpful to produce a brochure or information sheet explaining how handicapped students work effectively in the community and how the school system works cooperatively with resources to assist in developing a meaningful community experience for both. It ought to be a kind of trouble-shooting guide, as well, including a discussion of the various problems normally encountered by handicapped persons along with suggestions for appropriate actions. A slide presentation or videotape program on how the handicapped can be assimilated into the world-of-work might be a valuable assistance in resource orientation. Such a presentation might make resources more receptive to handicapped persons and even spur them on to think of ways that they might modify their sites to serve even more handicapped students.

Finally, resource persons must be reassured that additional support will be forthcoming as they work with the youths. This support will come in the form of frequent visits by the resource analyst (or community-activities coordinator), direct staff involvement by special-education personnel, and continuing monitoring of students' activities by learning coordinators.

The program directors suggested several strategies for increasing the effectiveness of resource persons. First, when discussing a specific student with a resource person, emphasize supporting and increasing skills rather than remediating them. Al Church offered this example: A young girl with a hearing impairment was placed as a student aide in a fourth-grade class. When found to be easily distracted by noise, she was not transferred from the job. Rather, the tutoring was removed from the classroom and located in a quiet study area where she was better able to concentrate and work with her students. Second, hold seminars on campus at which resource persons might get together to learn more about the program and discuss techniques of "mentorship" and learning facilitation. Such meetings also provide further chances for orienting resources to the needs of handicapped students. Finally, see that resources are given information about their students, such as non-confidential parts of the Individualized Education Plan (IEP) that pertain to the strengths, skills, goals, and needs of the students.

New Development

A possible approach for initiating the development of new resources is to contact persons who are already known to be interested in working with handicapped young people. Potential resources might be found by contacting the local office of the Department of Vocational Rehabilitation. These offices have ongoing training programs and know persons in the community willing to work with handicapped students. The local chapter of the March of Dimes, the state regional centers, and the National Association of Retarded Children are other examples of organizations that may be able to provide information on the basic attitudes of businesses and organizations within the community toward instituting activities for handicapped students. Once located, receptive sites can be used to demonstrate

to other potential resources that handicapped students can be integrated into their establishments.

In reevaluating existing sites and in developing new ones, careful note should be made of conditions favorable or unfavorable to handicapped individuals. Ramps, hand railings, special toilet facilities, and other helpful physical aids should be identified. The staff must cull additional information about the potential site: will the physical location be compatible with the students' handicaps? Are there certain absolute physical requirements for a person to perform the activities at a site? For example, is visual acuity a necessary concomitant to a particular occupation? Although the existence of physical constraints is not reason to eliminate the resource site from participation, any contingencies must be identified in the site description (resource guide). The site analyst also must assess the interests of resource persons and recognize their options; not assume that everyone will want to work with a handicapped student and that every handicapped student will want to work with every resource.

Developing and Rewriting Resource Guides

Existing resource guides must be rewritten or supplemented to include information important to handicapped students, especially the physically handicapped. In developing new guides, additional information about the physical site should be included. Is it easily accessible? Does it have toilet facilities for physically handicapped individuals? What are the necessary travel arrangements (e.g., bus routes and schedules)? Questions like these must be answered in order to fully inform handicapped students of their potential for success at each site.

The guides should also include any site activities that are especially well suited for students with a particular handicap. Jobs that require much

seat work, for example, offer excellent opportunities for students confined to wheelchairs. Providing such information would alert students to activities where a handicap may prove to be an asset. Similarly, any restrictions should also be also be noted. A statement about the suitability of each resource site for various limiting conditions should be made a part of every resource guide.

The guides should further offer information about special skills possessed by resources at the site, with answers to questions such as: "Does anyone know or use sign language?" or "Does anyone have handicapped members in the family?" or "Has anyone worked with handicapped persons?" Such experienced people might already be at many resource sites. If so, their presence might facilitate the use of the sites by handicapped students.

As necessity and funding dictate, the information in the resource guides may possibly be made available on videotape, audio cassette, or even in Braille. The guides could be rewritten in easier language, more suitable for mentally retarded or language handicapped students. The existence of these guides in different forms would allow handicapped students to do for themselves and function independently, as all EBCE students are encouraged to do.

ADAPTING AND UTILIZING PROGRAM MATERIALS

While the EBCE program directors agreed on the necessity of revising and expanding resource guides, there was a divergence of opinion about the extent to which other program materials and forms would require revision. Three of them felt that the emphasis should be on revising materials only in response to encountered needs rather than on anticipating and revising heavily in advance. In this manner, forms and materials would be adapted to fit individual students' needs. They also felt that there were alternatives to actual revision. For example, materials could be read to or discussed with the student by the learning

coordinator, the skills specialist, or the resource analyst. Charles Alessi, on the other hand, anticipated extensive materials development. Since many handicapped students would require extra time to become oriented to and active in the community-based learning activities of EBCE, he explained, special materials, such as workbooks, would be useful in this process.

At the same time, all four directors recommended the preparation of some key materials in multiple formats. Curriculum guides and the forms used to record student progress might be put on auditory tapes or printed in primary type for sight impaired, learning disabled, or mentally retarded youths. Readers could pass information on to blind students. Guides, forms, and instruction materials should be written with particular levels of understanding in mind and edited for readability, while materials for mentally retarded students will often have to be adapted on an individual basis.

Although the levels of survival skills (e.g., balancing a checkbook, completing an income tax short form) and basic skills (e.g., reading, writing, computing) stated as goals for students in an EBCE program may prove to be unreachable for some of the retarded and learning handicapped students, this represents no major obstacle to mainstreaming. It may simply be necessary to establish a new set of competencies for each student using his/her Individualized Education Plan (IEP)* and the case history compiled at the time of entry into EBCE. As the IEP is designed on an individual basis, this should not overburden teachers or staff members. Thus, the program forms which translate long-term and short-term goals into learning activities must be individualized. For example, in the student's Project Plan, the principal instrument for planning, monitoring, and assessing learning in the EBCE program, the project's goals and

---

*For a full explanation, see later section.

indicators must be related to his or her IEP. Project products, using different reporting modalities, should relate to the student's IEP objectives. As far as material format is concerned, the forms used in EBCE to record achievement of competencies must allow standards to be set for each student.

LOCATING NEEDED SERVICES AND EQUIPMENT

In every community there are a variety of agencies and organizations that provide assistance to handicapped students and to those working with them (one EBCE program director provided a list of 24 such groups). Among those mentioned are such state and local agencies as the Department of Vocational Public Assistance, the Regional Developmental Centers, and the Regional Resource Centers. There are many associations and community agencies, such as the Council for Exceptional Children, that provide support to handicapped persons. In one locality an association has been formed by parents and professionals to serve as an advocate of and resource for learning disabled students. The local transit district might be consulted about the problems of meeting any special transportation needs. In some areas, transit districts or other organizations operate vehicles equipped for orthopedically (and other) handicapped persons. If the community is very small, there is usually a local government (county) agency that helps with the transportation needs of handicapped persons. The County Superintendent of Schools as well as intermediate service units are sources of information about other school-district and county support systems, such as mental health services, resource teachers, and other specialists located at the district level.

Robert Shumer urged a positive and persistent approach to locating needed services:

Noting that handicapped students may have additional needs in terms of mobility, you may have to go exploring to find help and/or money to accommodate them. Before you throw up your hands in despair, rejoice, for there are many agencies available to assist.

First, check with your school district to see if rooms are available to handle physically handicapped [students]. If a room is not available, perhaps you can locate special equipment (i.e., handrails, ramps, etc.) in the district and have it relocated at your site.

Also, check for district vehicles that can accommodate handicapped students. Chances are they already exist and can be used for EBCE. You can also check with public transportation agencies (as well as parents of special students) to locate vehicles equipped to carry handicapped persons.

If all these avenues fail, ask your local service organizations and hospitals for assistance. Groups like Rotary, Kiwanis, Elks, etc. are often very happy to provide money or raise money to help handicapped youngsters. They are usually very supportive of educational programs that emphasize career education. Similarly, local hospitals can often provide special equipment or vehicles that can service handicapped students.

Your last hope is your county or state governmental agencies. Besides county schools, other county governmental agencies dealing with the handicapped can possibly provide you with assistance. They often have access to the materials necessary to convert your facility to accommodate special persons and can usually direct you to some agency that has vehicles for transportation of the handicapped.

Many of these agencies can also be called upon to locate devices for the hearing impaired. Hearing aids and additional visual equipment can usually be found by contacting your county educational agencies. Local service groups can be contacted to assist in the purchase of special equipment if it is unavailable from any other source. Whatever the case, be persistent and you will usually be able to locate what you need.

Before you go out asking, begging, and demanding, know what you want. Consult with your special education personnel to determine exactly what equipment (classroom and transportation) you will need for your intended population. Develop a list of priorities so that if you can't get everything, at least determine what you need most. Possessing such a list will make your search more productive and efficient. It is especially hard to get support from your community agencies if they are not sure what it is you want. So be as precise as possible!

DETERMINING PROCEDURES FOR ADMISSION AND ASSESSMENT OF STUDENTS

Background

In order to meet the requirements of federal legislation, movement of special-education students within the school district is largely controlled by formal district procedures. The entry procedures for handicapped students into EBCE are grounded in Public Laws 94-142, 94-482, and Sect. 503 and Sect. 504 of the Rehabilitation Act of 1973. All EBCE staff members should be familiar with the rules and regulations of these statutes, if not with the basic legislation; they must also know the requirements and processes for developing and using the Individualized Education Plan (IEP). Further information is available from the appropriate office within the LEA which can provide all necessary information to EBCE staff concerning the procedures and its safeguards for IEP development.

Individualized Education Plan (IEP) Meeting

The educational program of a handicapped student is planned and constructed through periodic, formal meetings of a team of persons directly concerned with the student's development. This team is independently formed for each student. The members are usually designated by a district-level official such as the Director of Special Education or by his/her district-level representative. Under law the team must contain (1) a representative of the LEA who is qualified to provide (or supervise the provision of) special education, (2) the student's teacher(s), (3) the student's parent(s), (4) other concerned individuals at the discretion of either the parent or LEA, and (5) where appropriate, the student. Should the team be considering EBCE as an option for the student, one or more members of the program staff might attend (as "concerned individuals").

There appear to be two possible starting points for admission to EBCE (See Figure 1). Either the student can initiate the idea or the IEP team itself can propose the placement. In either case, entry of a handicapped student into an EBCE program (as for any program) would be through recommendation of an IEP meeting convened to consider educational plans for the student. A student's request for EBCE may come about through his/her being informed about the program by service agencies outside the school; by counselors, teachers, or students within the school; or simply by learning about the program through personal contacts in the community. For referral to be initiated by the IEP team, one or more of the members must have been informed previously about the program or they must have received a recommendation for placement in EBCE by a parent, teacher, psychologist, or EBCE program director. Clearly, widespread awareness about the program and its suitability for handicapped students is a vital element in enabling the entry of such students.

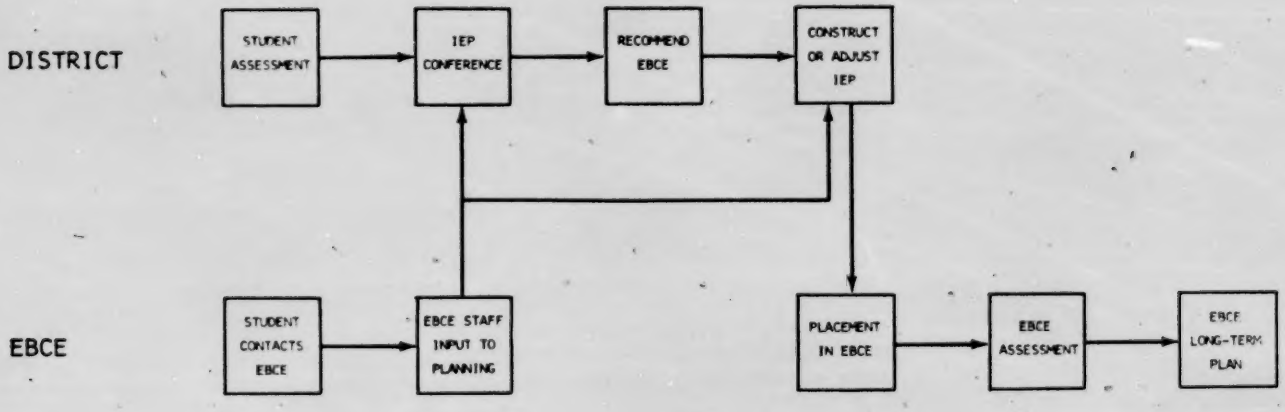
Should the student request entry or a professional recommend placement in EBCE, the student is formally considered for admission to the EBCE program at the IEP meeting. Here, all pertinent information about his or her school functioning and progress is considered by the committee and a decision is made as to whether the youth can benefit from the program. It is essential that the IEP team members understand the specific EBCE program under consideration, especially its approach to individualization of student activities. The members will need information about the range of difficulty of curriculum materials, and the ability of the program to adapt to differing conditions of disability.

The Individualized Education Plan

The Individualized Education Plan (IEP) is the crux of student placement in EBCE. It is the outcome of the IEP meeting. The IEP is a written document

FIGURE 1

Steps in Student Entry
and Assessment in EBCE



that includes: a statement of present levels of the student's educational performance; a statement of annual and short-term learning goals and objectives; a listing of educational services to be provided together with dates and duration of services; a schedule for evaluation of progress; and the proposed program placement for the youth's learning. The law specifies that the IEP be completed before the student enters a special program, and if program changes occur, the IEP is to be adjusted or rewritten.

During the IEP meeting, members such as the EBCE staff representative, the special-education teacher, the school psychologist, and the parent determine and write the annual educational goals for the student. Once the annual goals are determined, the team writes specific, short-term goals (instructional objectives) in terms of behavioral performance. These goals are related to the materials used to achieve them, the assessment criteria used for evaluation, and the materials or products used. An example of an instructional objective related to performance in EBCE could be: the student will submit a Project Plan to the learning coordinator (LC) by 10/1/79 with the following sections completed to the LC's satisfaction, project description, community resource persons and organizations visited by that date, and planned community resource visits to be completed by 1/15/80. Whenever these short-term objectives have been achieved, the IEP is updated and new short-term objectives created, usually in a meeting of the parent or his/her representative, the teacher, and the designee of the principal.

EBCE Entry and The Long-Term Plan

When appropriate, the student may be present at the writing of the IEP. If the student and the EBCE learning coordinator have a chance to work together at this point, the process of planning the student's activities in the EBCE

program begins. But, whether or not the student attends the IEP meeting, all goals and objectives are reviewed and explained to him or her following the IEP conference.

Once the student is placed in the EBCE program, the actual EBCE processes of orientation, assessment, and planning begin. In contrast to district procedures where assessment is undertaken largely by adults and results in a student's IEP, a "management" tool; the EBCE entry-assessment procedures engage the student and are focused on enabling the student to grow in planning skills. Informal means of assessment predominate although some testing, such as basic skills, may take place. The student explores interests and needs and determines his or her requirements for graduation and, at the same time, develops a Long-Term Plan. (A copy of a sample EBCE Long-Term Plan is found in the Appendix.) It should be emphasized that this is an internal planning form developed in concert by the student and the learning coordinator. It serves a quite different function from the IEP. Whereas the IEP is the initial contract between the parent and student on the one hand and the school district on the other, the Long-Term Plan is a planning aid developed and used by the student. Thus, it is not considered a contract at all, but rather an instrument to guide one's own planning.

IEP goals, however, are the basis of the Long-Term Plan. The student and learning coordinator together plan activities that are matched to the student's interests and will result in the acquisition of the knowledge and skills desired, enabling the student to meet the goals and objectives established in the IEP. As Canyon High School program director, Robert Shumer, summarized:

> Each student's learning program will be constructed in accordance with his/her career selections and level of basic skills. The student's IEP will be [used as] the initial planning document in the program. The long-term objectives of this document will be translated to the EBCE "Long-Term Plan." From this [Long-Term Plan], teachers will develop learning projects with individual goals and objectives for the student, and will supplement each project with appropriate media and materials

to make the learning experience as unique as the student. These projects will enable the student to progress toward his/her long-term goals.

Staff who help design any EBCE student's program must have a well-defined goal for the overall plan. And they must remember that while for the regular student EBCE can be an early sampling of a lifetime of experiences, for the handicapped youth EBCE may be the only structured world-of-work opportunity he or she is ever presented with. Therefore, the staff must work with the special-education personnel to establish firm, realistic, responsible and accountable placement and follow-up procedures. The end result for each graduating handicapped student should be placement in a job training program or further education with follow-up by the program staff for at least a year.

ADAPTING THE PROCEDURES OF THE LEARNING PROGRAM

This section describes the procedures and operations of four mainstreamed EBCE programs as visualized by their directors. Three of the presentations outline how current programs would be mainstreamed. They are brief vignettes, sketching the potential richness and scope of the hypothetical programs and offering their individual flavor. The fourth, presented much as written by the director, illustrates aspects of an operating, mainstreamed EBCE program, providing caveats of wisdom and advice for those considering such a unified program.

• Mainstreaming the EBCE Program at Highland High School

When a handicapped student enters the program, the process of identifying and assessing his/her needs begins. Students receive career exploration credit for the time they spend assessing their needs and becoming oriented to EBCE. It is an interactive effort between student and staff resulting in a Long-Term Plan incorporating the IEP goals.

The Project Plan, reports Al Church, will incorporate IEP objectives and will be reviewed and updated periodically. A student's progress on completing short-term objectives will be assessed by the staff at the end of nine-week or quarter-session intervals. These objectives, set by the IEP, consist of criteria for determining mastery, dates for goal attainment, and a schedule for implementation of goal-related activities.

A comprehensive record keeping system for each of the handicapped students is seen as an essential part of the EBCE program. It could be constructed from their performance on such evaluative testing as the California Test of Personality, the Peabody Individual Achievement Test, and the Walker Behavior Checklist. These and other methods of evaluation would provide EBCE staff, parents and the students themselves with essential information on the students' progress.

According to Church, Highland will use the extensive video-taping facilities available at the high-school media center to tape interviews with resource persons to serve as an introduction to the various sites. This preliminary view of the resource should give students a feeling of familiarity with the site and increase their confidence when making initial contacts.

After a student has been through an onsite orientation with a resource person and has begun regular visits to the site, staff members will make frequent follow-up contacts. The resource person will be given pertinent parts of the IEP and a description of the short-term goals pertaining to the student and his/her particular skill needs. The emphasis will be on defining the students' existing skills and stressing increasing skills rather than remediating them. As a case in point, a learning disabled student's project at the zoo required the availability of fifth grade level reading material. The project plan involved compiling pictures for a scrapbook and

maintaining a daily log on dietary and other habits of the animals. Importantly, it de-emphasized remedial reading and stressed using a relatively unimpaired skill, observation. Thus, the motivation and interest of the student was maintained, learning was facilitated, and reading skills were exercised as a by-product.

In addition to projects, the students' programs will include small-group meetings with staff members and peers as well as individual consultation with their learning coordinator. Included as regularly scheduled activities are individual tutoring and counseling and group workshops in basic skills and areas of common interest (e.g., photography) hosted by staff or resource persons. Students will also continue to receive supplementary assistance through existing district programs for physically or emotionally handicapped students.

The school is completely equipped with ramps, elevators, and desks for handicapped students. Public transportation is readily available, and although no vehicle is yet specifically assigned to EBCE, the school district provides some transportation for handicapped students.

- Mainstreaming the Program at Lincoln Career Development Centre

Director Richard Gaedtke writes:

> I anticipate no great change in the on-going EBCE program as it is now set up. Transportation initially will be a problem, but there are agencies that can help. Attitudes of the staff are probably most important. If the staff believes that handicapped students can be successful in the program then they probably will be successful. Each handicap will have to be addressed as it comes [along] and the particular needs of the student with that handicap will have to be addressed when the student desires to enter the program.

Gaedtke feels that when a handicapped student enters the program, the staff will "build a [learning] program to fit the kid." Orientation of a new student starts with an exploration of his or her goals and career interests. Assessment of needs is individualized and may be a longer process for a handicapped than

for a non-handicapped student. During this initial period of orientation, the staff will begin to set up a program (e.g., locating community and supplementary resources) to meet the dual goals of exploring potential career choices and of meeting requirements for high-school graduation. These two elements will be blended together in a mixture of learning activities that is unique for each student.

Flexibility, according to Gaedtke is the key to success. Forms and materials will be adapted as needed and resources will be found to match the specific requirements of students. Because of the difficulty in anticipating the widely variable needs of students, he thinks that materials need not be adapted ahead of time.

Once a student's program has been developed, he or she is "put out into the community." But, since many youngsters are reluctant to meet adults in the unfamiliar surroundings of the workplace, each entering student (handicapped or non-handicapped) is accompanied by a staff member for the initial contact with a resource.

All students, including the handicapped, are expected to locate transportation to the worksites in the community. Resource guides include bus schedules as well as information on routes and special transportation (e.g., buses for orthopedically handicapped persons). Public transportation to sites is generally available, and students are expected to determine how to get around the city, to allow sufficient margin to make appointments on time, and, in general, to manage the use of their time. Students requiring special transportation will be expected to take as much responsibility for this as possible, including making telephone calls to arrange for transportation and planning the time required for transit.

Physical access to buildings is not anticipated to be a problem. "Since State law requires that all public buildings be readily accessible to handicapped persons," Gaedtke explained, "there should be no problems with getting students physically into the building and since most businesses have to conform to the public-access requirements, the problem of access is basically a human or attitudinal one."

A staff member visits each resource site at least once a week, and the student's experiences at the site are discussed during meetings between the student and his or her learning coordinator three to five times a week. The LC strives to identify any developing problems during these discussions. The students also attend group "interest seminars" where they share their experiences with other students working on projects in the same academic field.

The Lincoln program stresses the opening of career options and the opportunity for all students to get out into situations so that they can see for themselves what the career or job involves. Built into this concept is the belief that students may need to try out situations that are not satisfactory and then adjust their expectations, because "every young person has the right to fail." If a student reaches a point of frustration, the staff is always available to provide support and assistance.

- Mainstreaming the Greenhouse Program

When handicapped students enter they will be assigned to the "special-education learning coordinator" for planning and orientation guidance. The regular orientation period is 3 weeks, but Charles Alessi envisions it to be somewhat longer (4-6 weeks) for handicapped students. Therefore, he wants to institute a group project and a number of supportive "mini-projects" that will help the students to learn the system. Their orientation will place greater emphasis on entry assessment, insuring a matching of skills, long-term

plans, and interests with appropriate project activities for the year. Careful analysis of their status and progress in the areas of reading, writing, speaking, math, health, career awareness, and decision-making made by the special-education learning coordinator and the student will lead to the important steps of diagnosing the student's needs and planning his or her curriculum. From this assessment, the two will plan a mix of activities: community-based projects, workshops, tutorials, high-school courses, and training given elsewhere in the community.

In the beginning, the special-education learning coordinator will run group sessions twice weekly for the purpose of discussing topics of interest and engaging students in group-learning activities (e.g., simulations and role-plays in values clarification and problem-solving). In addition, each student will meet individually with the LC to plan project activities, discuss new knowledge, and to determine his or her progress.

The program uses staff-designed Learning Activity Packets to move students to competency in designing and carrying out projects. Each packet is related to an academic or career area and contains prototype projects and exercises in developing project goals and indicators of learning accomplishment. Numerous examples of potential activities are also detailed in the packets. When necessary, Learning Activity Packets will be simplified or new ones will be written for handicapped students' use. The resource development aide will continue to develop and orient new resources and prepare new resource guides.

As handicapped students adapt to the Greenhouse learning process, they will enter into an increasing number of the activities within the full program. They will attend advisory group sessions together with other students and will be reassigned from the special-education learning coordinator to another LC. However, the special-education learning coordinator will remain available for

individual counseling. The goal is progressive integration of the exceptional students.

A community-activities coordinator will assist the student and the resource person at the sites. He or she will visit sites each week while students are there and will observe and discuss the learning activities with both. The special-education learning coordinator and the community-activities coordinator will consult weekly on the progress of each handicapped student in his or her activities both within the learning center and at community resource sites.

Biweekly, the learning coordinator will inform the parents of handicapped children of their child's progress. These discussions will normally be by telephone, but should the learning coordinator note inadequate progress or a symptom of an emerging problem, a personal meeting with the parent and student will be scheduled. The community-activities coordinator will lead monthly "parent support" groups in which the students' progress and activities will be reviewed and discussed. The parents' critique of program operation also will be sought.

Because many handicapped students have regular contact with support agencies and services outside of school, formal program linkages will be made with them, providing for coordinated educational efforts. The agencies also will be recruited as community resource sites and their staff members sought as presenters at advisory-group discussions. One of the functions of the community-activities coordinator will be to coordinate the services provided to a student by various agencies.

To provide space for the enhanced program, Greenhouse will expand into the portable building next to its existing building. This space will be redesigned to provide areas for group and individual meetings, telephoning, storage, working areas for clerical help, and office space for the resource aide.

Cassettes and cassette recorders will be used for audio presentation of Learning Activity Packets and resource guides; they will be used in reading skill instruction. Students will be able to get to community sites within a 15 mile radius by either school bus, public bus, parent cars, student cars, or bicycles. The bus company will be contacted to discuss discounts and special arrangements for handicapped students.

Alessi believes that many handicapped students at the high-school level have not been obtaining either the information about careers or the exercise in career-planning and decision-making that will enable them to obtain a job and function at a job site after graduation. Furthermore, some of them lack the necessary life skills, survival skills, and decision-making skills that would enable them to live productively as adults. The EBCE curriculum will change this, he hopes, allowing students to gain new learning in real work sites and helping them develop these needed skills. The mainstreamed program will augment Experience-Based Career Education with adaptations which, when combined with the standard components of the EBCE model, would, become a demonstration program for handicapped, secondary-school students. To accomplish this the program plans careful adaptation of materials, redesign of staff functions, and progressive integration of students into the program through a carefully planned sequence of activities.

- The Mainstreamed EBCE Program at Canyon High School

  According to Robert Shumer:

  > This EBCE program has included handicapped students for the last year and a half. Students have been mainstreamed into the program without much extra financial or technical support. Despite a minimal amount of special preparation, the students have done fairly well, demonstrating that mainstreaming in EBCE can be effective even with few modifications of the existing program.

The special-need[s] students (specifically, retarded and learning handicapped) have been treated much like everyone else in the program. They have gone through the regular orientation, have been expected to complete their miniprojects, have written projects (to some degree), and have been involved in advisory meetings and regular social activities of the program.

Student orientation and planning proceeds for the handicapped in the same manner as for the regular student. Little modification of the recommended schedule contained in the FWL Guidelines needs to be made. The most significant changes made are usually in the assessment instruments and in the orientation to the community.

Individualized assessment instruments are usually administered to special-education students in addition to or in place of the suggested competency assessments. The assessment instruments, such as the Wide Range Achievement Tests, California Reading Scales, and many other standardized tests provide more detailed information about the nature of the learning handicap for the special-education student. This information is transferred into a workable Individualized Education Program (IEP) and an Individual Learning Plan outlining precisely what the student is to learn.

The type of tests used can usually be determined by consultation with the special education or psychological services programs available through your district. In some cases, these tests will have been recently administered, and data will be available to help formulate the IEP goals as they relate to EBCE activities.

Special students tend to require more direction and assistance in making individual contacts in the community, in group visits to community organizations, and in the completion of the mini-projects during orientation. They also tend to take longer to complete the orientation tasks and the three-to-five week goals should be extended to accommodate the student. It is also useful during orientation to provide "community workshops" dealing with communicating with adults. Many of the the problems associated with the beginning of the program can be dealt with by assigning a "buddy" to each special student (discussed below in further detail).

It is also important during orientation activities to make contact with the parents of handicapped students. The learning coordinator should make an extra effort to explain how EBCE is going to be of assistance to their son/daughter and to emphasize the kind of support the student will be receiving while in the program. Parents of handicapped youngsters tend to be more apprehensive about their child venturing out into the world of work. Those parents need to have their fears alleviated.

In selecting advisory groups for young handicapped students, try to assign them in equal terms with all the students in the program. Don't lump all your handicapped students in one advisory group, spread them around. Allow all your EBCE students to benefit from the mainstreaming experience.

As the program develops be sure to schedule more staff interaction with the handicapped students. Experience has shown that they require more assistance in writing their projects. They also need more assistance in

planning their time. Often the opportunities and freedom provided by EBCE can be overwhelming for them--give them the assistance they need to make their time frames manageable and their goals attainable.

Learning coordinators need to relate the student's projects to his/her IEP goals. If written carefully, project indicators can be used as evaluation criteria for IEP goals. Such coordination represents the ideal adaptation of EBCE to special-education programs. Additional monitoring and assessment instruments can be utilized to measure student progress and evaluate program effectiveness. Quite frequently the evaluation tools will be stated in the student's IEP which is developed at the beginning of the year. Tests will be administered as called for by the IEP. In some instances the testing will be performed by your special-education or psychological service personnel, so check with them to help establish a program for evaluation utilizing both project indicators and standardized tests as assessment instruments.

Several keys to student success in this EBCE program can be identified. First, the "buddy" system utilized during orientation and continued through the program, allowed special students to have a personal friend to guide them and help them in all EBCE activities. The "buddy", assigned during orientation, was an average to above average student who had previous experience with EBCE. The "buddy" functioned as a tutor, friend, and actual eyes and ears in the program. All "buddies" could have received some school credit for their service, but most did the job because they wanted to help another person.

Every step along the way the special student was assisted by the "buddy". During orientation this friend helped fill out the forms (and read them too). Assistance was also given in planning the week's activities by locating the resources and actually going along on community visits. As the program developed, the "buddy" helped the students write a project (with more help from the LC), and helped make sure that the student completed the project goals and indicators. He/she worked with the student during the entire school year, serving as a tutor, confidant, friend and advisor. The "buddy" usually was able to establish a relationship which went beyond the normal staff/student association; for many students this proved to be the extra support they need[ed] to face the rigors of the program. In essence, the "buddy" served as an EBCE staff member performing most major functions usually carried out by staff. However, during the entire school year, the professional staff closely supervised the activities of the "buddies."

A second key was the diversity of the student population. Although there were only twenty students in the program last year, they represented all different kinds of students, from gifted to drop-outs and from academic to vocational. Given this atmosphere, special-education students didn't really stand out. Everyone was different; everyone was special!

Along with diversity there was an emphasis on human relations and the development of self concept. In our program, weekly advisory meetings focused upon individual growth, with each student exploring his or her

strengths and weaknesses. As we all discovered through the program, we were all handicapped in some way. We simply needed to identify those handicaps, develop strategies to cope with them, and hopefully make progress improving them.

Given this supportive atmosphere, handicapped students explored careers just as everyone else did. They worked with contractors, they served as aides in elementary schools, they explored auto mechanics, did drafting and performed in a variety of other careers. For the most part, they were successful in completing their project goals (with help from their "buddies," resources, and EBCE staff). They were also fairly well received by the resources and managed to say at their community sites without disrupting the program.

In a few instances problems arose that might have jeopardized the placement of the handicapped students at their community sites. However, another key to success, close communication with resources and parents by EBCE staff, helped to eliminate potential disaster. It was discovered by our EBCE staff (without too much surprise) that handicapped students required more time and more supervision; this was not seen to be a negative point of view but from a position of real concern and interest. Because of interest and through close supervision, potential problems that arose were dealt with immediately. Strategies for resolving the problems were developed with the resources, and parents were included in sessions related to actually implementing the resolutions. Of course the student and his "buddy" were involved in the entire process. In each problematic situation a satisfactory solution was found. This occurred because of another key to success, that of a positive attitude. There was a belief on the part of the EBCE staff that problems could be solved in time, as long as all the parties were willing to work together. This belief proved to be infectious; resources and parents both supported this positive approach. By the end of the school year almost everyone involved agreed that cooperation could produce results. It made believers out of the resources and the parents--EBCE and handicapped students were indeed compatible and good for each other.

The last key to success, perhaps, was the close relationship between the EBCE program and the special-education department. Although the EBCE staff was credentialed in special education, the interaction between professional staffs provided the creativity and dialogue necessary to carry out the combined program. There was frequent discussion of how to merge the IEP goals with the projects in the EBCE program. This merger produced project goals and indicators that represented good career explorations while incorporating specific skill development. The results were satisfactory to both staffs involved. Because of this combination student growth could be measured by traditional special-education standards. For example even though project indicators were used to monitor and measure student achievement, special educators were able to use standardized tests of basic skills to determine growth in those areas.

Thus, handicapped students have been included in an ongoing EBCE program with minimal modifications. The implications of our experience

suggest that with more planning and appropriate modifications, the EBCE experience for the handicapped could be improved even more significantly. Don't be afraid, though, to start with just a sincere desire to mainstream and a strong will to succeed, because you may find that like many experiences with the handicapped, the unattainable becomes reality. To succeed you must try.

START-UP ASSISTANCE REQUIRED TO MAKE THE EXPANDED PROGRAM OPERATIONAL

This paper has focused on the activities that any local EBCE program would undertake in order to incorporate handicapped students. However, part of the original problem presented to the program directors was to describe what they would do if they were given a limited amount of technical assistance and extra funding for start-up. A look at the extra costs that were anticipated by the program directors should provide additional information on the feasibility of program expansion.

FWL anticipated two types of extra expenses, costs internal to the EBCE program and costs related to the planned consortium of FWL and the four programs (which activities were to include mutual planning and exchange of information, demonstration and evalution, and dissemination). In their projected budgets, however, the program directors did not differentiate directly between the two types of costs. Part of the proposed costs (e.g., part of staff travel and part of staff release time) was related to the activities of the consortium. Since the anticipated costs reflect both types of expenditures, it is probable that without the consortium each program's start-up costs would be lower, but each program would lose some opportunities for planning, staff development, and demonstration of the program to outside educators.

Far West Laboratory placed planning constraints on both the amount and type of start-up expenditures: no new positions should be funded (staff could be transferred into the program) and only costs involved in putting the new program in place should be considered for funding. As the plans developed, FWL and the four programs came to agreement about certain cost categories that would be essential to all programs, albeit the size of these costs varied

the size of these costs varied among the programs. Each program also had needs that were reflected in unique cost items.

Table 1 shows the pattern of start-up funding that was requested by the four programs. The dollar amounts on which the table was based have been converted to percents in order to eliminate minor differences in allocations. The actual amounts requested (or more properly, negotiated) were quite similar in size--varying from $10,300 to $12,700 for one school year. A related table (2) shows the uses to which these funds would be placed. Table 2 is in two parts--separating those areas common to all programs from the areas applying to only certain programs.

The most important funding area was release time for staff. This accounted for over half of each budget, although different configurations of spending appear. Some of this time would be used for activities related to liaison with FWL: attending joint conferences, visiting other programs, and serving as a demonstration site (hosting visitors, documenting events, etc.). Three major staff tasks were seen as essential in each case: staff development for EBCE personnel, inservice training in EBCE for selected special-education staff, and resource development. Two programs requested aides--in one case to provide technical assistance when the director was engaged in other tasks and in the second instance to develop resources. These differing configurations of staff time appear to be different ways of meeting the largely similar needs of the programs in these three major areas.

All programs felt the need for some supplemental funds for local travel for staff--especially to enable them to work in the community developing resources. Also, all four allocated small amounts for needed services and supplies, such as secretarial support, communications, purchase of materials and supplies, and printing and photocopying. The amounts requested for

TABLE 1

Distribution of Extra Funds
Required to Expand EBCE Programs
(reported in percents of total requested*)

COST ITEM	% HIGHLAND	% LINCOLN	% GREENHOUSE	% CANYON
Salaries and Benefits				
Project Director	11	13	24	31
Staff	28	38		7
Staff (Resource Dev.)	17			
Aide (Resource Dev.)			25	
Aide (Teacher)				10
Secretary	10	6	13	3
TOTAL	66	57	62	51
Travel				
Conferences	4	3	6	3
Visits to Other Sites	6	5	3	5
Local Travel-Staff	5	4	5	3
Pupil Transportation		15	3	29
TOTAL	15	27	17	40
Other				
Supplies and Materials	10	1	6	3
Printing/Photocoping	6	1	5	5
Communication	3	1	2	1
Family/Community Counselor		13		
Area Redesign			8	
TOTAL	19	16	21	9
TOTAL %	100	100	100	100

*Total dollars required ranged from $10.3 to $12.7 K.

TABLE 2

Summary of areas where extra costs would be incurred to expand EBCE programs, as reported by EBCE program directors in requesting funds*

Area	Description, by requestors
A. Extra costs common to all programs.	
1. Staff Development EBCE	Training of EBCE staff to provide an overview of special education. A five day training session covering the legal provisions, IEP development, student referral, student assessment, materials, and interpretation.
	Training the existing staff (Learning Coordinator, Resource Analyst) in the needs of exceptional children.
	Providing release time for current EBCE staff for orientation to the needs of exceptional students
	Release time for instructors to visit other EBCE and handicapped programs.
2. Inservice for special-education teachers and other staff	Release time for special-education staff for an EBCE overview covering project planning, use of guides and resources, advisory function, involving one person at each of 4 senior high-schools.
	Orienting the family/community counselor to EBCE. Orienting key district special-education staff to EBCE, enabling effective referral of students.
	Providing release time for district special-education personnel for orientation to the opportunities of EBCE.
	The teachers will hold regular meetings and inservice programs for the regular and special-education teachers in the district.

*See Table 1 for description of requested funds.

TABLE 2 (Continued)

Area	Description, by requestors
3. Resource development and orientation. Writing Resource Guides.	Development and reorientation of resources.
	Recruiting and orienting new resource sites; preparing resource guides for students describing the possible activities at the new sites. Re-examining existing resource sites for special opportunities or limitations for handicapped students; modifying existing resource guides, as necessary.
	Orienting resource persons to gain their commitment to participating with handicapped students. Developing new community resource sites for learning related to the interests, needs and goals of handicapped students. Redesigning the Resource Guides to provide for simplification, readability, and separation of orientation activities from "in-depth" activities. Creating tape or video prototypes of the guides.
	A good portion (of the release time) will be spent writing resource guides and developing potential resource sites.
4. Secretarial support, communications	Secretarial help to prepare adaptations
5. Materials and supplies, printing and photocopying	Materials for supplemental and special-education, career-education activities
	Forms and records kept for project demonstration and documentation purposes.
6. Staff local travel	Mileage for resource development and observation of students at sites.
7. Conferences and visits to other EBCE programs	(This was part of the package worked out with FWL and would probably not be part of one program's costs.)

TABLE 2 (Continued)

Area	Description, by requestors
B. Extra costs distributed unevenly among the four programs.	
1. Pupil transportation	(3 programs) Amount requested varied greatly.
2. Aides	(2 programs) The aides would do tasks related to resource development or release staff for other tasks.
3. Curriculum adaptation	(1 program) Adapting the orientation period activities and materials. Adapting staff roles to allow for increased counseling or skills development activities with individual students. Revising learning materials and writing additional materials to serve the special needs of handicapped students.
4. Area redesign--expansion into new space	(1 program)
5. Family/community counseling service	(1 program)
6. Demonstration	(1 program) Hosting of visitors and presentation of program activities to representatives from school districts and educational agencies.

these areas were, to some extent, manipulated to provide more funds for other interests--such as pupil transportation (an item that varied widely), curriculum adaptation, requests for an outside counselor, and area redesign.

In summary, the planning budgets developed by the four districts indicate that it will take extra staff time and involve extra costs to expand an EBCE program to mainstream handicapped students. However, the costs are not large. The major extra expense is for staff release time, in order that they may become knowledgeable about handicapped students, increase the individualization of the program by developing resources, and make needed adaptations to meet specific student needs--both before program entry and on a continuing basis.

The projected cost categories reflect the differing concerns of each program. To some, for example, covering the costs of pupil transportation will be a problem. The cost of materials adaptation will vary depending on each program's strategy: from pre-packaging of adapted learning materials to ad-hoc changes based on staff interactions with students. Program restaffing will be mainly through reassignment; some costs are likely in the use of paraprofessional aides. In total, the evidence is that only a relatively small amount of start-up funding would enable an EBCE program to effectively serve handicapped students.

SELECTED BIBLIOGRAPHY

Baker, R., Spotts, R., & Webb, M. Improving youth employment through Experience-Based Career Education: A prospectus for linking education and work. San Francisco: Far West Laboratory for Educational Research and Development, 1977.

Christensen, P., & Johnson, J. The learning coordinator: A study of the role. San Francisco: Far West Laboratory for Educational Research and Development, 1977.

Christensen, P., Spotts, R., & Evenson, J. Experience-Based Career Education, final evaluation report FY 1975. San Francisco: Far West Laboratory for Educational Research and Development, 1975.

Christensen, P., Spotts R., Evenson, J., & Watkins, R. Evaluation and research on Experience-Based Career Education at Far West School. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, D.C., April 1975.

Corder, R. External evaluators' final report on the EBCE programs. Vol. I: Summary evaluation of four Experience-Based Career Education schools. Berkeley, CA: Educational Testing Service, 1977.

Corder, R., & Watkins, R. External evaluators' final report on the EBCE programs. Vol. VII: Search for, and development of, instruments measuring student outcomes of Experience-Based Career Education programs. Berkeley, CA: Educational Testing Service, 1977.

Council for Exceptional Children. Official actions of the delegate assembly at the 56th annual international convention. Exceptional Children, 1978.

Creech, F. External evaluators' final report on the EBCE programs. Vol. VIII: Behavioral observation at Far West School: A description of Experience-Based Career Education. Berkeley, CA: Educational Testing Service, 1977.

Evenson, J., & Banker, N. Utility of community-based learning resources. Paper presented at the Annual Meeting of the American Educational Research Association, New York City, April 1977.

Evenson, J., & Spotts, R. Experience-Based Career Education, final evaluation report FY 1976. San Francisco: Far West Laboratory for Educational Research and Development, 1976.

Evenson, J., Spotts, R., & Perencevic, P. Extending Experience-Based Career Education to handicapped students. San Francisco: Far West Laboratory for Educational Research and Development, 1979.

Far West Laboratory for Educational Research and Development, Experience-Based Career Education Project. Employer-Based Career Education evaluation report FY 1973. San Francisco: FWL, 1973.

Far West Laboratory for Educational Research and Development, Experience-Based Career Education Project. Implementation prospectus: Experience-Based Career Education fiscal years 1976-78. San Francisco: FWL, 1975.

Far West Laboratory for Educational Research and Development, Experience-Based Career Education Project. Operational handbook. Vol. I: Management. San Francisco: FWL, 1976.

Far West Laboratory for Educational Research and Development, Experience-Based Career Education Project. Operational handbook. Vol. II: Resources. San Francisco: FWL, 1976.

Far West Laboratory for Educational Research and Development, Experience-Based Career Education Project. Operational handbook. Vol. III: Guidance and instruction. San Francisco: FWL, 1976.

Far West Laboratory for Educational Research and Development, Experience-Based Career Education Project. Operational handbook. Vol. IV: Project planning packages. San Francisco: FWL, 1976.

Far West Laboratory for Educational Research and Development, Experience-Based Career Education Project. Prospectus: EBCE replication. San Francisco: FWL, 1973.

Far West Laboratory for Educational Research and Development, Experience-Based Career Education Project. Prospectus: Employer-Based Career Education program operation plan fiscal year 1974. San Francisco: FWL, 1973.

Hood, P., & Banathy, B. An Employer-Based Career Educational model, a description and an operational plan. San Francisco: Far West Laboratory for Educational Research and Development, 1972.

Jenks, C. A study of the feasibility of field adoption and implementation. San Francisco: Experience-Based Career Education Project, Far West Laboratory for Educational Research and Development, 1975.

Jenks, C. Guide to adoption and implementation decisions. San Francisco: Experience-Based Career Education Project, Far West Laboratory for Educational Research and Development, 1977.

Jenks, C. Preliminary information needs of educators for adoption decisions. San Francisco: Experience-Based Career Education Project, Far West Laboratory for Educational Research and Development, 1976.

Jenks, C. Theoretical basis of Experience-Based Career Education. San Francisco: Experience-Based Career Education Project, Far West Laboratory for Educational Research and Development, 1976.

Johnson, J. EBCE: The Far West model, a program overview (2nd ed.). San Francisco: Far West Laboratory for Educational Research and Development, 1975.

Johnson, J. The feasibility of Employer-Based Career Education: A summary of studies undertaken by the Far West Laboratory in cooperation with the Northwest Regional Laboratory. San Francisco: Far West Laboratory for Educational Research and Development, 1973.

Kershner, K., & Blair, M. Evaluation of the Research for Better Schools Career Education program. Philadelphia: Career Education Program, Research for Better Schools, Inc., 1975.

National Institute of Education. A comparison of four Experience-Based Career Education programs. Washington, DC: National Institute of Education, 1976.

Owens, T., & Haenn, J. FY '75, final evaluation report of the NWREL Experience-Based Career Education program. Portland, Oregon: Northwest Regional Educational Laboratory, 1975.

Rusteika, G. A cost comparison study on EBCE replication. San Francisco: Far West Laboratory for Educational Research and Development, 1974.

Shively, J. FY '75, internal evaluation report. Charleston, West Virginia: Appalachia Educational Laboratory, 1975.

Spotts, R., & Evenson, J. Experience-Based Career Education, evaluation of outcomes at three pilot programs, 1976-77. San Francisco: Far West Laboratory for Educational Research and Development, 1977.

Spotts, R., Evenson, J., & Blackwell, L. Experience-Based Career Education, evaluation of the Greenhouse program, 1977-78. San Francisco. Far West Laboratory for Education Research and Development, 1978.

Spotts, R., & Hampson, B. National directory of EBCE programs, 1979. San Francisco: Far West Laboratory for Educational Development, 1979.

Spotts, R., Watkins, R., Evenson, J., & Bavry, J. Experience-Based Career Education, final evaluation report FY 1974. Vol. I. San Francisco: Far West Laboratory for Educational Research and Development, 1974.

Spotts, R., Watkins,, R., Evenson, J., & Bavry, J. Experience-Based Career Education, final evaluation report FY 1974. Vol. II. San Francisco: Far West Laboratory for Educational Research and Development, 1974.

Trask, A. E. External evaluators' final report on EBCE programs. Vol. IX: Experience-Based Career Education: An interorganizational analysis. Berkeley, CA: Educational Testing Service, 1977.

Watkins, R., & Corder, R. External evaluators' final report on the EBCE programs. Vol. VI: Student outcomes and participant opinion in Experience-Based Career Education schools. Berkeley, CA: Educational Testing Service, 1977.

Watkins, R., & Jenks, C. Values and information: An approach to evaluation planning. San Francisco: Experience-Based Career Education Project, Far West Laboratory for Educational Research and Development, 1976.

APPENDIX

CHARACTERISTICS OF AN EBCE PROGRAM BASED ON THE FAR WEST LABORATORY MODEL

CHARACTERISTICS OF AN EBCE PROGRAM BASED ON THE FAR WEST LABORATORY MODEL

Experience-based career education provides students with a comprehensive alternative to regular high school, focusing on academic learning in the community through projects that earn them credits toward graduation while they acquire the career awareness necessary to pursue their future goals. It emphasizes one-to-one relationships with individual adults--resource persons--in work settings where they share occupational experience, personal knowledge, skills and interests. The essentials of a secondary education are integrated with career preparation through a series of planned, personalized learning experiences in a wide variety of life and work settings. Although each EBCE program will contain local adaptations, certain core characteristics will be present:

(1) Students will be able to earn academic credits toward high-school graduation through learning experiences in the community.

(2) Students will have the opportunity for career exploration with adults at work sites.

(3) Students will have individualized learning programs utilizing one-to-one planning with a learning coordinator and self-designed projects incorporating community resources.

(4) Program emphasis will center on students' planning and decision-making.

Program Structure

The individualized student projects, planned by each student and approved by the staff, are the primary means for generating learning and awarding credit for completed work. Students learn by planning, questioning, doing, and

evaluating their own experiences and performances. They learn how to learn through inquiry--identifying significant questions and appropriate resources, working with people in the field supplemented by related reading, analyzing what they do and learn, and synthesizing the results in written or other products--and through individual and group discussions with the staff. Students may also benefit from pooling their interests and skills in small group projects. Credit, however, is awarded only for the individual's contribution.

The projects, which are designed from ideas and guidelines presented in the Project Planning Packages, blend career exploration with academic learning, enabling students to earn credits in standard areas through community-based research, experience, and related reading and discussion. Projects are equivalent to a semester's course work. Depending on their individual needs and interests, students will spend from 20 to 80 percent of their time in one-to-one and small-group interactions with volunteer resource persons representing a wide range of learning sites throughout the community.

In general, the EBCE model replaces classroom instruction in academic fields with a combination of individualized research projects and weekly seminars during which all students working on projects in a given field will broaden their knowledge by sharing their research with one another and discussing concepts, issues, methods, and recent developments in the field. Students may also enroll in regular high-school or community college courses or pursue academic knowledge and skills through independent study, tutorials, or workshops offered through the program. To the extent possible, these supplementary activities will relate to and build upon the student's field experiences.

EBCE focuses on helping students acquire both the skills and knowledge needed for disciplined inquiry, future planning, and community involvement

knowledge of self and career options; communications and interpersonal skills; inquiry, problem-solving, and decision-making skills; and increased understanding of significant concepts, issues, problems, and methods associated with major fields of study and work. The experience-based project format allows students and staff members to capitalize on the natural integration and application of these skills and knowledge in economic and social settings.

Using the project format, students specify questions they want to answer, goals they intend to achieve, resources and activities needed to carry them out, and how they intend to demonstrate the achievement of their goals. They also indicate the type and amount of credit planned, subject to the approval of their learning coordinators (LCs). Students' progress, needs, and interests are continually reassessed, and the students are involved in replanning as necessary. Each completed project is evaluated by LCs, resource persons, skills specialists, and any other designated certifiers. Finally, when a project is successfully completed credit is assigned in the subject areas designated and entered on the official transcript.

Program Use of Community Resources

The EBCE programs seek both individual volunteer resource persons and commitments from resource organizations. If an individual volunteers, this provides a base for eliciting organizational commitment. If an organization agrees to participate, the program will seek volunteers with it. In either case, the goal is to recruit people eager to work with students on a one-to-one or small-group basis.

Whether an arc welder or lawyer, printer or biologist, the resource person's primary role is to help students become adults, learn how to think for themselves, make responsible decisions, relate maturely to others, and plan and carry out their own learning projects. The resource and the student will

define their own relationship, one that is established on a voluntary basis and maintained by mutually understood expectations.

Program staff members work individually with a newly recruited resource person to help him/her understand the underlying concepts of EBCE, its goals and how it operates, as well as to determine together how he or she can best help students. The resource person's participation in defining his/her own role is a key element in preparing to work with students.

Through informal but probing interviews, program staff members work with a resource to identify a range of learning activities that are available to students to expand their career and self-knowledge, apply their basic skills in real-life situations, pursue research topics or issues of interest, and acquire conceptual and technical knowledge in academic and career areas, Learning acitivities are tailored to a resource person's interests, expertise, work, and schedule and capitalize on resource's experience and expertise, whether directly related to his or her current work situation or not.

Based on their current needs and interests students select the resources they wish to visit and use in their projects. On a single project, students may work with several resources at different levels of depth and duration:

The orientation level, or short-term arrangement, allows students to become acquainted with resource persons and their organizations and to discover what can be learned there--or possibly to supplement research on a project which engages them more intensively with other resources.

The exploration level allows students to arrange several more visits with a resource to survey a career or area of study.

At the investigation level, which may last a full school term, students pursue in-depth research or master selected career or academic skills. At both the exploration and investigation levels, students work with their resources and learning coordinator to develop a project plan specifying what they will do and learn, the performance and products expected, deadlines, and evaluation criterion.

Students are, in fact, encouraged to use more than one resource on a project whenever possible.

Program Activities for Career Development

The experiential nature of the EBCE learning process makes career planning and decision-making a recurring focus of student work. During their orientation to the program, students start with learning about their own interests, strengths, weaknesses, likes, dislikes, and values, and with recognizing that these may change with further education and experience.

Students are then helped to plan activities and gain experiences in EBCE that will test their knowledge of themselves as well as allow them to learn more about careers. They come to analyze careers not just in terms of duties, requirements, and rewards, but also in terms of the effect on their way of life and congruence with their values. In individual and group sessions, students are led to evaluate their experiences with resources in terms of what they have learned about themselves, to identify what they like and dislike about the career they have encountered, continually to reconsider their interests and personal goals, and to seek additional information and experience to facilitate their decision-making.

While first-hand exploration and testing of expressed interests and goals are emphasized, students are encouraged to use other sources of information (e.g., interest and aptitude inventories and published occuational information) to identify their own latent interests or skills and select career areas to explore.

Experience-Based Career Education	LONG-TERM PLAN

Student	Grade Level	Term
Learning Coordinator	Planned Graduation Date	

WHAT ARE YOUR CURRENT POST-HIGH SCHOOL CAREER AND/OR EDUCATIONAL PLANS? *(Indicate the alternatives you are considering below)*		HOW CERTAIN DO YOU FEEL ABOUT YOUR PLANS?		
		Just Thinking About It	*Reasonably Certain I Will Pursue It*	*Very Certain*
CAREER PLANS	*1.*			
	2.			
	3.			
	4.			
EDUCATIONAL PLANS	*1.*			
	2.			

DISTRICT GRADUATION REQUIREMENTS			WHEN DO YOU PLAN TO COMPLETE EACH?			
Confirmed with counselor? [ ] Yes [ ] No		*Credits Needed*	*This Term*	*Next Term*	*Next School Yr*	*Other*
READING	*Passed Test [ ] or Completed Reading Workshop [ ]*					
MATH	*Passed Test [ ] or Completed Math Workshop [ ]*					
REQUIRED COURSES	*Mathematics*					
	Science					
	English					
	World Studies					
	Related Social Science					
	United States History					
	Related Social Science					
	American Government					
	Related Social Science					
	Physical Education					
ELECTIVES						
OTHER						
	TOTAL					

Distribution: Original (White) - LC/files; Yellow - Student; Pink - permanent file; Goldenrod - Parents

FWL-EBCE Rev.1/76

LONG-TERM PLAN						Page 2 of 2
EBCE REQUIREMENTS	COMPLETED?	DO YOU WISH TO DEVELOP THESE SKILLS OR KNOWLEDGE FURTHER?	WHEN DO YOU PLAN TO WORK ON EACH?			
			This Term	*Next Term*	*Next School Yr*	*Other*
1. Reading Skills						
2. Quantitative Skills						
3. Oral Communication Skills						
4. Writing Skills						
5. Career Awareness (6 careers per year)						
6. Career Decision-Making Skills						
CAREER FIELDS YOU WANT TO EXPLORE						
SUBJECTS OR ISSUES YOU WANT TO EXPLORE						
List additional education requirements you must meet and/or skills you must acquire if you are to pursue your post high school plans (including college entrance requirements).						

Distribution: Original (White) - LC/files; Yellow - Student; Pink - permanent file; Goldenrod - Parents

FWL-EBCE Rev.1/76

Experience-Based Career Education	DIAGNOSIS AND PLAN *(for Supplementary Learning Activities)*

This form is to be completed by the Skills Specialist, Tutor, or Workshop Leader to record the needs and objectives of individual students.

STUDENT LC DATE

PREPARED BY POSITION

1. WHAT IS THE STUDENT'S GENERAL NEED? *(e.g., basic math, chemistry, oral communications)*

_____

2. WHAT DIAGNOSTIC STEPS DID YOU TAKE TO DETERMINE THE STUDENT'S SPECIFIC NEEDS AND DIFFICULTIES? *(e.g., test, interview, written assignment)*_____

_____

3. WHAT ARE THE STUDENT'S SPECIFIC NEEDS (RESULTS OF DIAGNOSIS)?_____

_____

_____

4. IDENTIFY LEARNING ACTIVITIES SELECTED:

*Workshop*_____

*Tutorial*_____ *Independent Study*_____

*Materials*_____ *Other*_____

REASON:_____

5. HOW WILL THESE ACTIVITIES BE INTEGRATED WITH THE STUDENT'S PROJECT(S)?_____

_____

_____

6. OBJECTIVES AND PERFORMANCE STANDARDS AGREED UPON WITH STUDENT:
(Use additional page if necessary.)

_____

_____

_____

_____

_____

7. AMOUNT OF CREDIT YOU AND THE STUDENT PROPOSE FOR THE SUCCESSFUL COMPLETION OF THIS WORK:

_____*credits in*_____*subject area*

8. SCHEDULE OF APPOINTMENTS OR WORKSHOPS WITH_____
(Tutor/Workshop Leader)

DAYS_____TIMES_____ DATES: FROM_____TO_____

SKILLS SPECIALIST'S APPROVAL_____ DATE_____

LEARNING COORDINATOR'S APPROVAL_____ DATE_____

Distribution: Original (White) - LC/files; Yellow - Student; Pink - Skills Specialist; Goldenrod - Tutor or Workshop Leader

FWL-EBCE Rev.1/76

Experience-Based Career Education

PROJECT SKETCH

Use this form to plan your resource Orientations. Obtain your Learning Coordinator's approval before visiting a resource.

STUDENT _____ LC _____ DATE _____

I. AREA OF INTEREST *(List the specific career, subject, or issue area you want to explore as a possible project)*

_____

II. WHAT QUESTIONS DO YOU WANT TO INVESTIGATE TO LEARN MORE ABOUT THIS AREA OF INTEREST?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

III. WHAT RESOURCES WILL YOU USE?

RP/RO/CR *(Circle one)* _____ *Phone* _____

Address _____

RP/RO/CR *(Circle one)* _____ *Phone* _____

Address _____

RP/RO/CR *(Circle one)* _____ *Phone* _____

Address _____

OTHER RESOURCES *(Give name of person or title and author of books, articles, etc.)*

_____

_____

I HAVE READ THE RESOURCE GUIDE(S) [ ]Yes [ ]No If not, give reasons: _____

_____

_____

APPROVED BY LC _____ DATE _____

LC FOLLOW-UP	[ ] The student has decided to do a project in this interest area. [ ] The student has decided not to pursue this interest further because: _____

TAKE YOUR COPY OF THIS SKETCH WITH YOU TO GUIDE YOUR ORIENTATION ACTIVITIES WHEN VISITING RESOURCES.

Distribution: Original (White) - LC/files; Yellow - Student; Pink - Resource Analyst

FWL-EBCE Rev.1/76

Experience-Based Career Education

STUDENT PROJECT PLAN

STUDENT _____ PROJECT NO. _____ PACKAGE _____

LC APPROVAL _____ DATE _____ DATE PROJECT STARTED _____

TECHNICAL ADVISOR(S) *(If any)* _____

_____

I. PROJECT DESCRIPTION

A. *Title* _____

PLANNED CREDITS		EBCE Credits
Subject Area(s)	1. _____	_____
	2. _____	_____
	3. _____	_____

B. *Theme* *(Please give a brief description of your project)* _____

_____

_____

_____

_____

_____

_____

C. *Questions to be Investigated:*

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

FOR LEARNING COORDINATOR USE ONLY

Mid-Term Review	*Initials*	*Date*	*End-of-Term Review*	*Initials*	*Date*

FWL-EBCE Rev.1/76

STUDENT PROJECT PLAN	Page 2 of

II. IDENTIFICATION OF RPs, ROs, & CRs

A. Completed Visits (Identify resources already visited for Orientation)

Resource Name	Address	Phone	RP	RO	CR	Hours Spent

B. Planned Visits (Identify the resources you PLAN to work with. Repeat names from above if you plan additional visits. Your project MUST include an Exploration with at least one RP or RO.)

Resource Name	Address	Phone	Acty *Level			RP	RO	CR	Est. Hours
			O	E	I				

* O = Orientation; E = Exploration; I = Investigation

C. Related Reading/Research (Give Titles and Authors) _____

_____

_____

_____

_____

III. SPECIAL REQUIREMENTS OR PREREQUISITES NECESSARY FOR SITE VISITS *(See Resource Guides. Some sites require special insurance, health certificates, etc.)*

A. Prequisites _____

B. Materials or Equipment _____

IV. ESTIMATED TIME REQUIRED FOR THE FOLLOWING ACTIVITIES

A. Site Visits _____ *Hrs.* *Product Production* _____ *Hrs.*

B. Reading _____ *Hrs.* *Other (specify)* _____ *Hrs.*

TOTAL HOURS _____

LAST DATE FOR COMMITMENT TO COMPLETE PROJECT _____

PLANNED PROJECT COMPLETION DATE _____

FWL-EBCE Rev.1/76

STUDENT PROJECT PLAN - GOALS, INDICATORS, AND EVALUATION *(See instructions on reverse side)*						*Page of*
Student _____ *LC* _____ *Project Title* _____						
Goals and Indicators	*For Indicators*		*For Evaluator's Use*			
	Due Date	*Evaluator*	*Date*	*Initials & Rating*	*Comments*	

USE AS MANY COPIES OF THIS PAGE AS ARE NECESSARY

FWL-EBCE Rev.1/76

Experience-Based Career Education	STUDENT PROJECT CHECKLIST

STUDENT LC DATE

	YES	NO
A. PLANS		
REQUIRED ELEMENTS OF PROJECT		
1. Has the student planned an Exploration with at least one RP or RO?		
2. Has the student identified related reading?		
3. Has the student specified at least one tangible product?		
4. Has the student identified interim deadlines for indicators and products and a deadline for project completion?		
5. Is there someone designated to evaluate each indicator and product?		
6. Does the student plan to attend all related project seminar meetings?		
7. Is the project related to the student's long-term plans?		
REVIEW OF GOALS AND INDICATORS:		
8. Do the goals and indicators focus on the development of knowledge of skills which will be useful in other contexts?		
9. Do they challenge the student to go beyond what he/she already knows or knows how to do?		
10. Does the importance of the goals and indicators warrant the estimated time involved?		
11. Do project goals and indicators meet minimum package goals? *(See appropriate package goal checklist.)*		
12. Are all the indicators realistic, given the time and resources available?		
13. Is each indicator stated in terms of observable student performance?		
14. Is there a sufficient number of indicators to determine whether the student has achieved his/her stated goals?		
15. Does each indicator include a performance standard?		
16. If not, should a performance standard be included?		
B. PROGRESS		
1. Have you checked the student's progress with his/her Resource Person(s)?		
2. Is the student involved in activities and working on products that will allow him/her to achieve his/her project goals and indicators?		
3. Has the student shown his/her Project Plan to his/her Resource Person(s)?		
4. Should the student's activities be redirected so that his/her original goals and indicators can be achieved?		
5. Is the student pacing his/her work to complete the project by the agreed-upon date?		
6. Should the student's Project Plan, goals and/or indicators be changed?		
7. Should the due date be rescheduled?		
8. Is the student participating in the appropriate project seminars?		

FWL-EBCE Rev.1/76

GLOSSARY

EBCE - Experience-Based Career Education is an alternative educational program designed principally for high-school level students. It provides planned learning activities in non-school settings under the coordination of school personnel; centers upon visits to adults in the workplace; focuses on career exploration but also provides opportunities for other kinds of experiential learning; and encourages the development of personal and interpersonal skills needed for adult life.

FWL - Far West Laboratory for Educational Research and Development is one of four educational labs to receive funding from the National Institute of Education to construct an EBCE model. The Laboratory has been in existence since 1966.

IEP - The Individualized Education Plan is a written document comprising the objectives, content, implementation, and evaluation of a student's educational program. Under the terms of Public Law 94-142, an IEP must be prepared for each special-needs student.

LEA - The Local Educational Agency comprises the district organization of of school administrators, principals, special-education and regular staff.

LC - The Learning Coordinator is a teacher/counselor who works with each student individually in developing his or her career and academic experiences in EBCE. The LC, with the students, has overall management of the individualized learning program and promotes inquiry and self-iniative on the part of the student.

Long-Term Plan - In EBCE, the Long-Term Planning process begins with consideration of the student's long-range goals, including what lifestyle and careers the student thinks he or she wants to pursue. The process results in a statement of the student's tentative semester goals.

Resource Persons - Individuals in the community from cultural or social associations, business, industry, and labor organizations who volunteer to participate with students, sharing occupational experiences, personal knowledge, and special skills.

Resource Analyst - The staff person who recruits, analyzes, and maintains community resource persons and organizations.

Resource Guides - Descriptive guides to community resource organizations and individuals, designed to provide students with pertinent information about the kinds of things they can see, do, and learn about using that particular resource. Such guides help students select resources and plan projects.

Project Indicators - Performance or products demonstrating that a student has met his/her project goals. Each project usually has more than one indicator.

Project Plan - In EBCE, students plan and carry out their learning through individual projects, using goals and evaluation criteria they help specify. These projects are designed to blend growth in life skills, academic subjects, career development, and basic skills.

Project Planning Package - For each of several broad curriculum areas, a Project Planning Package provides tools (e.g., project ideas, sample project plans, and lists of resources, jobs, and course titles) to help EBCE students plan projects in that curriculum area.